



**Arizona  
Department of  
Education**

**Language Arts Standards Chart for AIMS**

**Standard 1: Reading**

**Proficiency Level (High School)  
Reflecting the Blueprint of 07.08.96**

# LANGUAGE ARTS STANDARDS CHART FOR AIMS - PROFICIENCY LEVEL (HIGH SCHOOL)

## STANDARD 1: READING

<b>STANDARD 1: READING</b>	
<p><b>Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, nonfiction, classic and contemporary works.</b></p> <p><i>Students know and are able to do all the Readiness, Foundations, and Essentials (Grades 5 and 8) PO's, and the following</i></p>	
<b>CONCEPT/Performance Objective</b>	<b>Points*</b>
<b>R-P1. Apply reading strategies such as extracting, summarizing, clarifying, and interpreting information; predicting events and extending the ideas presented; relating new information to prior knowledge; supporting assertions with evidence; and making useful connections to other topics to comprehend works of literature and documents</b>	<b>14 - 19</b>
PO 1. Extract critical details or elements of literature	
PO 2. Summarize the main points	
PO 3. Make predictions based on evidence presented	
PO 4. Extend ideas presented in the text	
PO 5. Connect prior knowledge to information available.	
<b>R-P2. Recognize, analyze and evaluate an author's use of literary elements such as mood, tone, theme, point of view, diction, dialog and figurative language (e.g., metaphors, allusions, symbolism, similes) in selections of challenging fiction, nonfiction and poetry</b>	<b>7 - 10</b>
PO 1 Identify the author's use of literary elements (e.g., theme, point of view, diction, dialog, character, setting, plot and figurative language)	
PO 2. Analyze the author's use of literary elements and figurative language	
PO 3. Support a judgment of the effectiveness of the author's use of literary elements and figurative language.	
<b>R-P3. Evaluate the author's persuasive techniques in written selections such as editorials, essays, reviews and critiques</b>	<b>6 - 9</b>
PO 1 Distinguish use of fact and opinion	
PO 2. Identify purpose (thesis, point of view, stand) of a selection and the response desired from the reader.	
PO 3. Evaluate the author's bias and use of persuasive strategies to accomplish a purpose for: faulty logic; word choice; sentence structure; propaganda techniques; organizational pattern	

NOTE: Language Arts assesses points by concept, not by performance objective.

\*All concepts will be assessed on every AIMS test form. However, the number of points per concept and the total number of total points possible will vary slightly from form to form.

# LANGUAGE ARTS STANDARDS CHART FOR AIMS - PROFICIENCY LEVEL (HIGH SCHOOL)

<b>STANDARD 1, continued</b>	
<b>CONCEPT/Performance Objective</b>	<b>Points*</b>
<b>R-P4. Evaluate technical journals or workplace documents for purpose, organizational pattern, clarity, reliability and accuracy, and relevancy of information</b>	<b>4 - 9</b>
PO 1 Critique consistency and clarity of purpose	
PO 2. Critique effectiveness of organizational pattern (e.g., logic, focus, consistency, and visual appeal.	
PO 3. Evaluate information for: relevance; clarity; understandability; logic; reliability and accuracy (e.g., expertise of author, appropriate use of statistics, diagrams, charts)	
<b>R-P5. Analyze classic and contemporary literature selections, drawn from American and world literature, for the universality of themes such as the individual's role in society, interdependence, and the interaction between man and nature.</b>	<b>4 - 7</b>
PO 1 Draw a logical inference about the theme and support the inference with evidence from the selection (e.g., symbolism, setting, characterization, irony, conflict)	
PO 2. Compare and/or contrast universality of themes with real-life experiences and/or other works of literature	

<b>TOTAL NUMBER OF AIMS PROFICIENCY LEVEL (HIGH SCHOOL) READING POINTS</b>	<b>43 - 47</b>
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